



Analysis Of Teacher Skills In E-Learning Content Development During Distance Learning During The Covid-19 Pandemic

Nisa Rizani Riasatun Nafsi¹, Rina Maryanti^{2*}

¹Program Studi Pendidikan IPS, Fakultas Pendidikan Ilmu Pengetahuan Sosial, Universitas Pendidikan Indonesia, Kota Bandung

²Departemen Pendidikan Khusus, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Kota Bandung

*Correspondence: E-mail: maryanti.rina@upi.edu

ABSTRACTS

In the implementation of distance learning, teachers must find and prepare various ways and efforts so that learning materials can be conveyed and received well by students. Teacher skills in developing e-learning content are very important during the implementation of distance learning. The purpose of this study was to determine the skills of teachers in the development of e-learning content during distance learning. To support this research, I used the method of observation, interviews with related parties, and literature review. The results obtained indicate that the application of multimedia in distance learning will further improve the quality of e-learning because the problem of e-learning lies in the content that cannot explain the learning material, this is because e-learning content usually only contains slides and material in pdf format. less interesting. The use of information and communication technology is expected to be able to overcome the teaching and learning process so that it can continue to run well even though it is in the middle of the Covid-19 Corona Virus pandemic.

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1. INTRODUCTION

Currently, the Covid-19 pandemic has become a health issue for all countries in the world, including Indonesia. One solution to reduce the spread of this virus is to impose restrictions on social interaction between humans, or what we usually know as Social Distancing. This Social Distancing policy has had a significant impact on all human activities from various walks of life, including the impact on education. The Minister of Education and Culture (Mendikbud) followed up on this policy through Circular (SE) Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19, in this case, point 2 which states, the Learning from the Home process is carried out with the following provisions: following: a. Learning from Home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation; b. Learning from Home can be focused on life skills education, including regarding the Covid-19 pandemic; c. Learning from Home learning activities and tasks may vary between students, according to their interests and conditions, including considering the gap in access/facilities for learning at home; d. Evidence or products of Learning from Home activities are given qualitative and useful feedback from the teacher, without being required to give quantitative scores/values.

Various schools, colleges, and other educational institutions located in the red, orange, and yellow zones are no longer allowed to conduct face-to-face learning. Government decisions and policies that cancel or change the learning process that is usually held in schools are now carried out at home with being monitored by the teacher through the student's guardian at home. Distance learning itself is a learning system whose activities do not take place in one room and there is no direct face-to-face interaction between teachers and students. Separate locations of students and teachers during distance learning can minimize the possibility of physical contact.

Learning activities that are usually carried out every 5-6 days a week face-to-face, are now forced to be carried out remotely and with the help of applications that support distance learning. The application of online learning allows students to follow the learning process from their respective homes. Teacher skills in developing e-learning content are very important during the implementation of distance learning. In the implementation of distance learning, teachers or teachers must find and prepare various ways and efforts so that learning materials can be conveyed and received well by students.

In the era of increasingly rapid development of technology, communication, and information, distance learning during this pandemic can be carried out using various platforms, both in the form of learning management systems and video conferencing (Latip, 2020).

Currently, many studies discuss the readiness of teachers to develop skills in the development of e-learning content; 1) The results of Jalal, (2020) concluded that teacher readiness in the distance learning process is very important because it will affect the success of students in learning. Of the 20 teachers who became respondents in this study. There are 65% of teachers who are ready to carry out the distance learning process but there are 35% who are not ready, this unpreparedness is due to several reasons such as the availability of signals, the large number of costs that must be incurred in buying internet packages, and the difficulty of teachers providing learning and assessment that can cover all aspects; 2) The results Fathoni *et al.*, (2016) concluded that there was a positive influence of the ICT-Based PJJ PGSD program on the mastery of teacher competencies. Of the four competencies that

are used as references according to Permendiknas No. 16 of 2007 namely pedagogical, professional, social, and personal competencies, there is a different percentage of these competencies perceived by teachers after participating in the PJJ PGSD Program. The improvement of each of these competencies contributes “very well”; 3) The results of [Kahfi, \(2020\)](#) research concluded that in the COVID-19 pandemic, teachers were forced with their abilities and the readiness of improvised facilities to carry out regular PJJ. perfect and required to deliver interesting distance subject matter effectively and efficiently. Situations like this become a formidable challenge as a teacher because they are required to be able to switch to distance learning. It is hoped that in the future, with the changing times and technological developments, our teachers can upgrade their teaching capacity with the distance learning method as well as facilities and infrastructure in schools that can support this distance learning activity; 4) The results of [Pratiwi, \(2020\)](#) concluded that interpersonal communication strategies in the implementation of Distance Learning (PJJ) are needed for school students The basis is because it can give students a positive attitude to stay motivated to learn amid the Covid-19 Pandemic that is currently hitting Indonesia. Furthermore, the interpersonal communication strategies of teachers in Elementary Schools, Klaten, Central Java include; 1) communication as action or one-way communication by instructing students to be quiet during the learning process and activating the button mute during virtual classroom learning; 2) communication as interaction or two-way communication by making video calls and private chats with students; and 3) multi-way communication or communication as a transaction, by creating groups between teachers and students on social media WhatsApp, holding classes sharing, creating groups between teachers and students and parents of students; 5) The results of [Simanjuntak et al., \(2020\)](#) research concluded that the most widely used learning method was by giving assignments in the form of questions. to Learning Resources students with 80% of respondents or as many as 195 people. Then 30% or as many as 52 people stated that they did not make changes to the curriculum in the implementation of PJJ. 81% or 176 people stated that the form of teacher support to parents is to provide information on learning resources to parents to be conveyed to students. The most widely used means of communication are 65% or as many as 160 people state with social media in the form of WA groups, google hangouts, Facebook, and messenger; 6) Research Results [Radha et al., \(2020\)](#) concludes that e-learning has become quite popular among students and teachers around the world, especially in the current situation of social activity restrictions due to the COVID-19 pandemic.

The novelty of this research is the focus of research that aims to determine the Skills of Teachers in Developing E-Learning Content During Distance Learning. The teaching skills of teachers at the time of distance learning greatly affect the process and student learning outcomes. Inevitably, teachers are required to be more creative in the implementation of distance learning by balancing the development of technologies that are felt to make it easier during the distance learning process.

2. METHODS

This study used observation methods, interviews with related parties, and literature review to obtain data that support this research. This research was conducted at SMP NEGERI 1 CIGUGUR Jl. Princean Sang Adipati, Cipari, district. Cigugur, Kab. Kuningan Prov. West Java. The subject of this research is a teacher of Citizenship Education at SMP Negeri 1 Cigugur.

Data collection techniques used in this study are; 1) Observation, done to get a real picture of an event or events to answer questions; 2) Interview, used to obtain information about the

profile of the teacher or related resource persons, besides this technique is also used to find out what obstacles are being faced by the teacher during the distance learning process.

3. RESULTS AND DISCUSSION

3.1. Learning

Learning is defined as a process in which an individual interacts with his environment and leads to changes in behavior. Changes in the behavior of learning outcomes are continuous, functional, positive, positive, and directed. The process of behavior change can occur in various conditions based on the explanations of educational and psychological experts. Learning is a system that is contained in the learning process, and learning consists of several components that interact with each other, consisting of teachers, students, goals, and objectives. , materials, media, methods, and evaluation.

Various learning theories significantly influence thinking about the educational process, including distance education. In the context of achieving the goals of national education, the philosophy of learning must have a substantial psychological relationship with the nature of the overall goals of national education, namely faith and devotion to God Almighty, noble character, health, knowledge, competence, creativity, independence, and being a good citizen. democratic and democratic and responsible.

At the same time, learning is a process of interaction between students and educators in the learning environment of subject matter, teaching methods, learning strategies, and learning resources. The term learning is a new term used to refer to the activities of teachers and students. Previously, we used the terms "teaching and learning process" and "teaching". Learning and learning activities processes are interactive educational to achieve educational goals. And according to Article 1 point, 20 of Law Number 20 of 2003 concerning the National Education System, namely "Learning is a process of interaction between students and educators and learning resources in a learning environment."

The main characteristic of learning is to initiate, facilitate and improve student learning processes. This shows that the intentional element of parts other than individuals who carry out the learning process (in this case the educators alone or together in a system) is the main characteristic of the learning concept.

Learning objectives refer to the skills or abilities that students must possess after participating in a particular lesson. Learning activities refer to the use of methods, strategies, methods, skills, and means to build the learning process, including discussion materials and learning experiences, to achieve the best learning objectives. The learning process in a broad sense is the core of education, which is to develop skills and build a dignified national character and civilization in the context of living with a national perspective.

3.2. Teaching Skills

Learning is a transfer of information from teachers to students. Learning is the transfer of information from teacher to student. As an element of educators, to carry out their professional functions, one of the skills that teachers must possess is to understand students' learning styles and how to organize a learning process that can develop skills and shape their character. students and understand how students learn. In Law Article 27 paragraph (3) of 1989, it is stated that teachers are teaching staff, namely educators who are specially appointed with the main task of teaching, which are at the primary and secondary education level. Teachers must be able to modify the information so that students can receive information accurately and completely. Teachers must prepare their teaching skills. In terms of professionalism, teachers must master the following teaching skills: opening and closing

classes, asking questions, strengthening, and making variations in learning. Several components of teaching skills must be possessed by a teacher, namely: (1) skills to provide reinforcement, (2) skills to ask questions, (3) skills to use variations, (4) skills to explain, (5) opening and closing lessons, (6) small group and individual teaching skills, (7) classroom management skills, and (8) skills in guiding group discussions. These competencies have the following objectives: (1) improving the skills of asking questions for new teachers so that the teaching and learning process does not take place monotonously and not only one-way interaction occurs, (2) improves the skills of new teachers in classroom management so that the teaching and learning process can take place safely and orderly, (3) improving the skills of new teachers in conducting teaching variations, especially variations in the use of media, variations in views and attention, as well as variations in the use of teaching methods, and (4) improving the skills of new teachers in explaining the material being taught. The minimum teaching ability of new teachers is mastering the following teaching skills: opening and closing classes, asking questions, strengthening, and implementing teaching variants.

Classroom management is also one of the skills that educators must possess to create and maintain the best learning conditions and restore them when there are disturbances in the teaching and learning process in the classroom. According to Idris & Marno states that "the skill of using variation is one of the teaching skills that must be mastered by active teachers and involved in the education and learning process in schools". Teaching skills can be instilled through effective teacher education programs.

3.3. The Effect of Teacher Teaching Skills

The relationship between teacher teaching skills and student learning outcomes stated by Peter who suggests that the process and student learning outcomes depend on the mastery of the teacher's subjects and teaching skills. Previous research showed a significant influence between variations in teaching styles and interest in learning on learning achievement, with the magnitude of the simultaneous influence of 39.4%, the achievement variable can be explained by the two independent variables, namely variations in teaching styles and interest in learning while the remaining 60% is influenced by other factors not examined in this study. Classroom management is also one of the skills that educators must possess to create and maintain the best learning conditions and restore them when there are disturbances in the teaching and learning process in the classroom. Classroom management can create a pleasant learning atmosphere, thereby inspiring students to study more actively. Good classroom management can build warmth and enthusiasm in the learning process, but it can also be a challenge to increase students' enthusiasm for learning. Classroom management can also motivate students to develop self-discipline. Classroom management is an effort made by those responsible for teaching and learning activities to achieve the optimal conditions so that it can be done teaching and learning activities. The skill of using variation is one of the teaching skills that must be mastered by the teacher. In the current learning conditions, teachers must be good at using art in teaching according to changing teaching styles, using learning media, or changing interactive modes to create a more pleasant learning atmosphere.

Through classroom management, teachers can manage students and teaching facilities, and control them in a pleasant environment to achieve teaching goals, to achieve the best learning conditions. Classroom management is a teacher's skill to create and maintain optimal learning conditions and restore them in the event of disturbances in the teaching and learning process.

Based on the results it can be concluded that: 1) There is an effect of class management skills on student learning activities of 54.4%. 2) there is a positive influence between the teacher's teaching style on student learning activity by 36.6%. 3) there is a positive influence between classroom management skills and teacher teaching style on student learning activity of 47.5% (R square value).

3.4. Distance Learning Programs Distance

Learning is currently not planned and has finally led to a sudden change from traditional teaching to distance learning in light of the current emergency. Educators and policymakers in the public need to learn new lessons about education in crisis to develop their e-learning systems. Because this unplanned situation will greatly affect the development of e-Learning in the current situation. Learners, parents, and teachers may also face many obstacles in accommodating and accessing e-Learning media ([Affouneh et al., 2020](#)).

Distance learning is learning when students and teachers are not always physically present at school. The implementation of learning can be fully implemented remotely or combined with classroom and distance activities (blended).

Distance learning has advantages and disadvantages, the advantages of distance learning include: it can expand access to education for the general public and businesses because the flexible scheduling structure reduces the effects of many time constraints and location, the delivery of some off-site activities reduces the institutional capacity constraints that arise from the need for building infrastructure, and there is potential to increase access to more experts from diverse geographic, social, cultural, economic and experiential backgrounds. However, distance learning also has its drawbacks including barriers to effective learning such as household distractions and unreliable technology, inadequate interaction between students and teachers, and the need for more experience".

Teachers as educators have to bear the burden of the education system during these difficult times, so their mental health bears a huge burden. They must comply with administrative and ministry instructions. For most educators, teaching through online media has become a challenging task. Lack of resources is also a major obstacle in this learning process. Sometimes, unpredictable environmental and technical problems are the reasons that hinder the learning process. Students sometimes do not have the right way to learn from online media. Technology alone cannot make e-learning successful. Teachers with digital trust are critical to e-learning success. New technologies require teachers to take on new assignments and develop truly innovative skills ([Hoq, 2020](#)).

In relation to learning outcomes, distance learning is still a polemic among stakeholders and the community. Because distance learning is still considered no better than conventional direct learning.

3.5. Development of E-Learning as a Learning Media in Distance Learning Programs

In today's difficult times where learning is limited to reducing social activities in large numbers, teachers use e-learning platforms to provide education to students.

The use of the internet for teaching and learning is unavoidable for both educators and students. In online-based distance learning, this becomes an important component for students. Due to accessing various kinds of media used in distance learning, the majority of these require an internet network.

E-learning does not depend on location or time, e-learning also provides knowledge sharing facilities, and provides a more interesting visualization of knowledge (Affandi *et al.*, 2020). One of the learnings that are part of e-learning is website-based learning, where this learning tries to transform the teaching and learning process into a digital form that is connected using internet technology.

However, based on the results of interviews and observations with one of the subject teachers, teachers rarely use learning media, especially those based on information and technology (IT), such as e-learning-based learning media when teaching in conventional classes. So that when faced with learning situations like today, teachers have difficulty in developing e-learning-based learning content. This is due to the lack of available facilities and infrastructure, especially in terms of information and technology-based learning media (IT), teachers also lack understanding and skills in designing and developing information and technology-based learning media (IT). Currently, many institutions have not adopted comprehensive policies to address the digital knowledge needs of teachers. Many teachers are not prepared to supervise students to improve the digital skills they need. In fact, most educators welcome technological developments and new ideas in education. However, they argue that proper training and seminars are needed to help teachers improve their skills so that e-learning activities can be more effective and efficient.

Due to the COVID-19 pandemic, there have been major changes in the education system, which is usually carried out face-to-face, to become fully online-based learning. This online class requires a detailed lesson plan to design good teaching materials as well. This is a challenge for educators. The readiness of human resources is an important part of the successful implementation of distance learning, this readiness is related to the ability of teachers as material providers and students as recipients of material in using and managing all technological systems used in the distance learning process. According to Maphosa & Bhebhe (Latip, 2020) The ability to use and manage technology, information, and communication systems is often called technology, information, and communication literacy. E-learning will "force" students to play an active role in learning.

In its development, many applications have emerged that are specifically used as a medium for conducting education or distance learning. One example is the Whatsapp Group or Google Classroom application for communication via chat or writing between teachers and students. And conference applications such as Zoom Meet, Google Meet, Webex, and other conference applications. With the aim that teachers and students can communicate in real time at the same time with a large number of participants.

Based on the results of interviews and observations with one of the subject teachers of SMP Negeri 1 Cigugur, he said the media used during distance learning included: 1) Whatsapp Group, for communication between students and teachers via chat; 2) Google Classroom, usually used for providing materials and assignments digital-based(pdf, interactive PowerPoint); 3) Learning Video, contains an explanation of the material that is explained directly by the teacher to be watched by the students; 4) Google Form, usually used for evaluation after the material given by the teacher. Some of the e-learning content development media mentioned above are certainly familiar to our ears today. However, when I asked whether there were any innovations that teachers were doing in the development of e-learning content at this time? He replied that he was trying to use one of the websites, namely Padlet, for the new academic year at this time.

Padlet itself is a "free" Web 2.0 tool and is a platform on which virtual walls can be created. Padlet (<https://www.padlet.com>) is a free web application that provides a "wall" that allows

users to post words, images, and even videos, to anyone with the link or addresses that are visible. specific wall [Rashid et al., \(2019\)](#).

The wall builder can also control who can access the wall by changing the privacy settings. For example, the teacher can create a unique wall (with providing students with QR codes, links, and/or wall passwords) or make the wall accessible to the public (others can "find" your wall via internal search or Google). In addition, the creator can also "control" what visitors (in this case are students) can do on the wall, for example, 1) allows students to only read wall content, 2) allow students to write and edit their posts on the provided wall (but cannot edit or approve other visitors' posts; 3) Creators can also review the post before allowing others to view it.

One of the reasons teachers decided to use Padlet was because it found that Padlet is a simple tool. After all, it is easy to configure, access, and used. However, in direct implementation in the field, not all students can understand or understand how to use this media. Among all questions asked by students, one of the problems that were repeatedly mentioned is Padlet wall accessibility. Students complain of inconvenient access walls because too many buttons or settings that are contained in that pallet intact long time for students to access the material and fill out the form discussion provided by the teacher.

[Lestiyawati, \(2020\)](#) stated that in this 4.0 era teachers must master the internet and technology in teaching. Traditional face-to-face meetings too must be integrated with a blended learning system using e-learning. The application of multimedia in distance learning will further improve the quality of e-learning because the problem of e-learning lies in the content that cannot explain the learning material. After all, e-learning content usually only contains slides and material in pdf form or some formats that are not so interesting for students [\(Cucus & Aprilinda, 2016\)](#).

Various shortcomings and obstacles that occur in the process of using learning strategies through e-learning make the learning process a bit difficult and a little hampered. However, even though there are many obstacles, e-learning is still one of the solutions for the distance learning process amid this pandemic, so that students can continue to learn even amid the COVID19 outbreak. Student participation in e-learning is a critical factor in the success of e-learning implementation [\(Ichsan et al., 2020\)](#).

A good e-learning system should be designed by related parties, namely the education office and schools [\(Ichsan et al., 2020\)](#). Every school must have an e-learning system that can be accessed at any time, not only during the COVID-19 pandemic. So that whatever happens, the availability of this e-learning infrastructure has met the ready-to-use requirements. This can also minimize various obstacles that occur during critical circumstances in the future such as the current COVID19 pandemic.

4. CONCLUSION

From the research above, it can be concluded that the teaching skills of teachers during distance learning have an impact on the process and student learning outcomes. Teachers are required to be more creative in the implementation of distance learning by balancing the development of technologies that are felt to make it easier during the distance learning process.

The results of this study can also be used as consideration for educators and prospective educators to implement and develop e-learning content in learning so that the learning process can be more effective, creative, and innovative. And of course, it can motivate students in learning, which will have an impact on student learning outcomes.

Teachers can motivate students to improve their learning skills by doing innovative ways. E-learning itself has brought major changes to traditional teaching and learning methods in this modern era. Moreover, due to the ongoing COVID-19 pandemic, more and more students are using internet-based learning platforms and applications.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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